DOCUMENT RESUME

ED 376 576 EA 026 274

TITLE	Preventing and Coping with School Violence. A Resource Manual for Washington School Employees.
INSTITUTION	Washington Education Association, Federal Way.
PUB DATE	Apr 94
NOTE	40p.
AVAILABLE FROM	WEA, 33434 Eighth Avenue South, Federal Way, WA 98003-6397.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - General (130)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Involvement; Conflict Resolution; Crime; *Discipline Policy; Elementary Secondary Education; *Prevention; School Personnel; *School Safety; School Security; *State Legislation; Statewide Planning; *Violence
IDENTIFIERS	*Washington

ABSTRACT

This handbook was designed to serve as a resource guide for Washington State school employees. It provides a beginning framework for addressing violence in schools, districts, and communities. It outlines Washington State laws regarding school violence, suggests curriculum resources for preventing violent acts and dealing constructively with conflict, and recommends ways to involve the community. The focus is on a collaborative, preventive approach. Section 1 presents instructional techniques to handle school violence. This has acquired greater importance since the abolishment of corporal punishment in Washington. Section 2 offers tips for training school employees to deal with violence. The third section includes suggestions for organizing the community for safer schools. General rules regarding student discipline are described in section 4. Using the law to oppose school violence is discussed in the fifth section. The last two sections offer advice for using the collective bargaining and grievance process and for building interagency cooperation. Worksheets and a sample news release are included. (LMI)

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ED 376 576

Preventing And Coping With School Violence

A Resource Manual

For Washington School Employees

U.S. DEPARTMENT OF EDUCATION
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WEA

Washington Education Association

EA 026 274

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The purpose of this manual is to clarify for WEA members many of the issues surrounding school violence and how it relates to school employees. We have outlined instructional strategies and community organizing techniques. We have made an effort to explain the law relating to student discipline, disciplining special education students, weapons, and employee and student rights. Finally, we have included a section on proposals for collective bargaining.

This publication is intended only as a general guide to dealing with the problem of school violence in Washington. It is neither complete nor intended to provide legal advice on specific problems. Changes in statutes and court cases will modify the law and all provisions are subject to change.

Produced by the Washington Education Association • For further information, call or write:

WEA • 33434 Eighth Avenue South • Federal Way, Washington 98003-6397
206-941-6700 • 800-622-3393

April 1994

Preventing and Coping With School Violence

A Resource Manual for Washington School Employees

Table of Contents

	Page
Introduction: Violence in Our Schools	1
Section 1: Instructional Techniques to Fight School Violence	2
The Causes of Violent Behavior	2
Handling Violence Through Instruction	3
Skills	3
WEA Course Description	4
Section 2: Training School Employees to Deal With Violence	5
Management of Disruptive and Assaultive Student Behavior	5
Gang Prevention and Intervention	5
Stress Management and Personal Counseling	6
Student Conflict Resolution Skills	6
Section 3: Organizing Your Community for Safer Schools	8
Getting Started: Know Your Community	8
Defining Your Issues	12
The News Media	13
Administration and School Board	17
Building Your Community Action Program	17

	Page
Set Your Communications Strategy	17
Building Alliances	18
Getting Results	19
Section 4: The Right to Discipline Students	20
General Rules Regarding Disciplining Students	20
Disciplining Special Education Students	21
Disciplinary Options for Violations of School Rules/Disruptive Behavior	21
Disciplinary Options for "Dangerous Students"	22
Expulsion and Suspension	23
Self-Defense and the Defense of Others	23
Searching Students and Lockers	23
Truancy	24
Section 5: Using the Law to Oppose School Violence	25
Filing Criminal Charges Against Violent Students or Parents	25
Seeking an Anti-Harassment Injunction	26
Suing Students or Parents	26
Obtaining Workers' Compensation Benefits	27
Requiring the District to Provide a Safe Working Environment	27
Section 6: Using Collective Bargaining and the Grievance Process	28
Section 7: Interagency Cooperation	30
Mapping the Juvenile Justice System and Members' Needs	30
Agency Cooperation	30
Community Development	31
Information Sharing	31

Introduction: Violence in Our Schools

Our schools are meant to be safe places where students can learn and educators can work in an atmosphere of caring, security and hope. Most of us remember our school years that way. That's one reason we became educators.

Unfortunately, times have changed. Society has changed. And while most of Washington's public schools continue to be secure and safe, dangerous situations are increasing. Weapons, gangs and violent behavior are becoming more common in our classrooms. Students and school employees are in danger.

This handbook is a resource guide for individuals who work in our schools. While not exhaustive, it does provide a framework for beginning to address violence in schools, districts and communities. This publication outlines Washington state laws regarding school violence, suggests curriculum resources for preventing violent acts and dealing constructively with conflict, and recommends ways to involve the community in keeping our schools safe. Although laws, policies and contract language are presented to assist in dealing with violence ***after*** it occurs, we are committed to a ***preventive*** approach that emphasizes collaboration.

School violence is a societal problem, not a school problem. As such, it will take concerted, cooperative efforts to resolve it. Educators, parents, students, law enforcement, businesses, community groups, churches, government — ***literally everyone*** in ***every*** community — must work together to protect our schools and our children.

The Washington Education Association is committed to helping our members deal effectively with school violence. We want you and your students to work and learn in the best, safest schools in the nation. Please let us know how this handbook helps you. We welcome your suggestions for additional ways we can keep our schools safe.

Section 1: Instructional Techniques to Fight School Violence

After September 1994, corporal punishment will no longer be allowed in the schools of Washington state. Other methods must be defined and supported as we move to positive, preventive ways to address school behavior for students and adults. We face a daunting challenge, but we must start with ourselves, with what we know best — our teaching skills and instructional strategies. A lot of work as has been done in the area of social skills and curriculum and this section is an attempt to put some of that information into the hands of Washington educators.

Violence, gangs, suicide, assaultive and negative behavior have increasingly become a part of American school life. Pollster Louis Harris recently released a nationwide survey of students that has become the subject of intense controversy. The report looks at the status of guns and violence among the nation's sixth through twelfth graders.

According to this poll, 11 percent of secondary students had been shot at, nearly 40 percent knew someone who had been killed or injured by a gun, and 15 percent had carried a gun within 30 days of the survey. Skeptics argue that the findings are inflated. They charge that the survey sample — 2,508 students from 96 schools around the nation — wasn't wide enough to present an accurate picture of school violence. But hardly anyone would disagree with what WEA members know to be true: Violence among children at school and in the community is increasing. A recent study by the U.S. Department of Justice and the National Association of School Psychologists provides startling figures:

- Every day 100,000 children take guns to schools.
- Each day 6,250 teachers are threatened and 260 teachers are assaulted.
- Some 14,000 young people are attacked on school property every day.
- 160,000 children miss school daily because of the fear of violence.

The Causes of Violent Behavior

Degrees of negative behavior range from violent assault to milder forms such a talking back and skipping school. Early predictors of assaultive behavior appear to be difficulty gaining reading skills, and extremely aggressive behavior as early as kindergarten. Various researchers have attempted to identify the cause of antisocial behavior. Generally, causes fall into several major areas:

1. Change or breakdown in traditional family structures;
2. Lack of positive role models or significant adults who care for the child over time;
3. Poverty and its increase among young people;
4. Racial discrimination accompanied by few economic, social and educational opportunities;

5. Families with few parenting skills and a history of abuse and conflict;
6. Media and its focus on violence, sexuality and instant gratification;
7. Abuse of drugs and alcohol;
8. Lack of success in school and academic failure; and
9. Physiological or chemical imbalance.

There is no single cause that can be identified, but the above list attempts to develop a rationale for understanding why our students are increasingly subject to negative behavior in the school and community.

Handling Violence Through Instruction

WEA's Research Division maintains an extensive bibliography of curricula and articles dealing with negative behavior and violence in schools. To obtain a bibliography or suggestions of specific resources, contact WEA's Research Division at 800-622-3393.

When selecting a curricula for your school, it should include the following general principles:

1. Most antisocial behavior can be modified or eliminated by systematic instruction and teaching.
2. Behavior should be approached as part of the instructional process.
3. Preventive social skills teaching should be based on a vision of what the community and school want to be.
4. A sound discipline policy should be developed, agreed on and adopted by staff, students and community.
5. The development of social competence for students should be integrated into all subject areas of the curriculum.
6. To teach behavior and change it requires a total school involvement over the entire school program.
7. Schools and communities need a clear plan communicated to all.
8. A faculty, student body and community need to go through a process that targets a limited number of desired student and staff behaviors that are necessary to achieve this vision.
9. They then need to instruct for those behaviors throughout the school year or school life of the student.
10. The instructional strategy can vary from ITIP through collaborative learning as long as it is consistent.
11. It must be consistent with logical rewards and logical consequences throughout the student's school life.
12. Positive behavior must be recognized and rewarded.
13. Goals for these programs should emphasize self control, emotional awareness, conflict resolution, improved peer relations, ability to understand the consequences or results of actions.

Skills

Perhaps a way to think about these skills is that we are doing preventive effective teaching — creating a school climate that develops social competence in students. For example, the Paths curricula (developed by Dr. Mark Greenberg and colleagues at the University of Washington)

teaches a model that is symbolized by a traffic light. It has a set of sequential steps that students are taught which are based in research on human behavior. These are:

1. Stop — What is Happening?

    a. Stopping and thinking
    b. Problem identification
    c. Feeling identification

2. Get Ready — What could I do?

    a. Decide on a goal
    b. Generating alternative solutions
    c. Evaluating the possible consequences of these solutions
    d. Selecting the best solution
    e. Planning the best solution

3. Go — Try My Best Plan

    a. Trying the formulated plan

4. Evaluate — How Did I Do?

    a. Evaluating the outcome
    b. Trying another solution and/or plan, or alternatively re-evaluating the goal, if an obstacle results in failure to reach the intended goal.

WEA Course Description

The WEA Instruction and Human Relations Division is developing a course addressing issues involving youth and violence in the schools. The course is scheduled to be available in October 1994 and will provide approximately 30 hours of instruction. The class will be divided into modules of instruction which will be independent of each other, including:

- LEAST — Diagnosing disruptive behavior, developing action strategies to deal with disruptive students and improving communication strategies;
- Special education issues;
- Violence prevention issues; and
- Prevention measures against violence.

To obtain information about the course after October 1994, contact Janet O'Brien at WEA headquarters.

Section 2: Training School Employees To Deal With Violence

WEA is compiling a list of resources for training school staff to deal with violent situations. For a current list, call Janet O'Brien at WEA Headquarters. WEA does not endorse any of these programs, but will provide information so that you can find a program that will fit the needs of your specific school. To assist you in assessing your needs, we are providing examples of training in some of the relevant categories.

Management of Disruptive and Assaultive Student Behavior

National Crisis Prevention Institute (CPI)
3315-K North 124th Street
Brookfield, WI 53005
800-558-8976
414-783-5787

CPI's Nonviolent Crisis Intervention Program is offered as a one-day seminar, a two-day workshop and a four-day intensive Instructor Certification Program. CPI provides training in de-escalation techniques for crisis situations and in physical intervention techniques.

Donna Lurie, UniServ Representative
Cascade UniServ Council
7104 N.E. 181st, Ste. 106
Bothell, WA 98011-2733
206-486-7101

Donna Lurie is on WEA staff and has worked with local associations in Seattle and the Cascade UniServ Council. She is a certified instructor in CPI's Nonviolent Crisis Intervention Program and has trained school employees in crisis intervention techniques.

Gang Prevention and Intervention

Lewis Andrews, Program Manager
Puget Sound Educational Service District
400 S.W. 152nd
Burien, WA 98166-2209
206-439-6944

Mr. Andrews is the program manager for Puget Sound ESD's Drug-Free Schools Co-op and Youth Violence Prevention Programs. He provides training and consulting with community groups and school staffs on gang prevention/intervention and development of programs to re-enter gang-involved youth in positive life directions through counseling, job placement and education.

Dave Capra
Marshall Alternative School
520 NE Ravenna Blvd
Seattle, WA 98155
206-281-6115

Mr. Capra has experience speaking to community groups about gang prevention/intervention.

Stress Management and Personal Counseling

School employees who work in stressful circumstances need to be aware of resources for coping with the personal stress of difficult school situations. In some school districts, an employee assistance program will be able to provide personal counseling or workshops on stress management. Other counseling options may be covered by medical insurance.

Alexander Fisher, Ph.D.
Cabrini Medical Tower
901 Boren Avenue, Suite 1333
Seattle, WA 98104
206-343-9259

Dr. Fisher worked in schools for over 15 years as a teacher, social worker and psychologist. He now has a private counseling practice and provides a confidential resource for school employees. He also offers workshops in stress management.

WEA Staff Development
WEA Instruction/
Professional Development Division (IPD)
33434 8th Ave. S.
Federal Way, WA 98003-6397
800-622-3393
206-941-6700

The WEA Division of Instruction/Professional Development has developed classes and trained instructors to address many issues relevant to school employees. These classes can be presented in locations around the state and center on issues such as Personal Stress Management and Personal Wellness Planning as well as classes in communications and instructional skills.

Student Conflict Resolution Skills

Dispute Resolution Center
of Snohomish County
Everett, WA
206-339-1335
206-775-8239

The Snohomish Dispute Resolution Center provides mediation services at a low cost for many different kinds of conflicts. The DRC also offers conflict resolution training programs, including programs for students in elementary and secondary schools. The DRC has trained both school staff and students to intervene in school disputes.

Conflict Resolution Service
613 19th Ave. E., Suite 202
Seattle, WA 98112
206-633-4283

This group of mediators, which includes mediator Joanne Horn, has provided conflict resolution skills training in public schools in the Puget Sound area. They also offer mediation and facilitation services. Joanne Horn has worked as a mediator with both students and school staff.

Conflict = Opportunity
Laura White
P.O. Box 77178
Seattle, WA 98177
206-364-9221

Laura White, formerly training coordinator at the Snohomish Dispute Resolution Center, has developed conflict management, mediation and cross-cultural training for public schools.

Gail Sadalla
415-647-1579

Gail Sadalla developed the student peer mediation training program for the Community Board in San Francisco. She provides training for teachers on negotiations skills and student conflict resolution systems. Sadalla has also developed an evaluation system for analyzing the physical and cultural variables that make a school "safe."

Section 3: Organizing Your Community For Safer Schools

School violence. Gang activities. Weapons in schools. Assaults on teachers and other students.

These and many more incidents of school violence make up the headlines in today's news. Schools cannot end violence by themselves. Only with the entire community working together is there any hope of curbing violence.

Your association does not have to face these problems alone. Many groups within your community share your concerns. These groups can become your natural allies, but only if you reach out to them.

Your task is easier if your school board and administration are willing to take effective steps to curb school violence. Unfortunately, too many school district officials these days choose to ignore or cover up such incidents because they fear the "publicity" will hurt their district.

Parents form the largest group in your community who share your concerns for safe schools and there are many others. When organized, these groups can wield a great deal of power and get the desired result. But they can't become strong unless your association organizes them for action.

The purpose of this chapter is to offer you some strategies and tools to organize your community around issues of school violence. Your association working with your community can prevent school violence and make your schools safe for teachers to teach and for students to learn. After you have read this, if you want additional assistance, call your UniServ representative.

Getting Started: Know Your Community

Organizing doesn't just happen. It's caused to happen by people who know how to organize and have a plan to make it effective.

Your first task is to put someone — a good organizer — in charge.

Your organizer's first task should be to survey his/her community to build a list of all potential groups and persons who would have the same interest as your association in assuring safe schools.

Start with the obvious. PTA's or other school parent groups should be first on your list. Closely behind them are specific parent groups like booster clubs. Next, look at youth activity groups such as the YMCA, YWCA, Boy Scouts, Girl Scouts, Little League or other youth sports organizations. Churches and other religious organizations can also be enlisted.

Don't overlook one of the most important sources of help — law enforcement. City police and county sheriffs bring firsthand experience and expertise to your cause just as they have with programs such as DARE. Another set of potential allies is other agencies who work with problem children: the prosecutors' offices and Child Protective Services. Be sure to contact local government officials who have a strong interest in the welfare of their communities. Local labor leaders whose members' children are in your schools can help your cause. And various business groups whose economic well being is tied to good schools that attract growth have a stake in safe schools.

This list is just for starters. There are many groups unique to just your community who have a strong self-interest in maintaining schools free from violence and disruption.

Once you build your list, add to it leaders or contact persons in each group, telephone numbers, mailing addresses and fax numbers. Add to your list any anecdotal comments related to their self-interest in safe schools.

School Violence
Community Support List

Group	Leader/Contact	Phone	FAX	Address	Comments
PTA Council					
School PTA's or PTO's					
School/Sport Booster Clubs					
Religious Leaders					
Law Enforcement					

School Violence
Community Support List

Group	Leader/Contact	Phone	FAX	Address	Comments
County Government					
City Government					
Youth Groups					
Labor Unions					
Business Groups					

Defining Your Issues

One important requirement for organizing your community around any set of issues is your message, or how you define your issues. Just because an issue is important to your association's members does not guarantee it will have instant appeal with any of your targeted audiences in the community.

Your members are naturally concerned about school violence issues including weapons in the schools, gang activity, attacks on school employees, disruptive students and even verbal abuse. With some adjustment in how you define each of these issues, they also can have wide appeal to your community.

For instance, as teachers or other school employees we are concerned about dealing with a few disruptive students. But when these same disruptions can be expressed, both verbally and in writing, in terms of how these few students are robbing the rest of your students of the education they deserve, you can enlist the aid and support of the large number of parents of those other students. Together you can convince school administrations and boards to be more responsive to disruptive students.

The following are points to consider in defining school violence issues for external community groups:

1. Know the self-interests of the groups you are addressing and word your issues in terms which are consistent with their self-interests. (For instance, real estate agents and home owners with no school-age children are interested in property values. Retired people may be more interested in safety concerns.)

2. Get rid of your education jargon. That includes the use of initials or acronyms which you may readily understand but which loom as a barrier to clear communication with outside groups. Jargon and initials can also be offensive to people who feel excluded from your "in group."

3. Take the moral high ground and defend it! It's called positioning. Invite as many elements in the community who can support your position to join you.

4. Don't muddy your issues with a lot of exceptions and "ifs, ands or buts." Express them in simple, clear terms. Contrast or polarize your issue so as to distinguish yourself from those who would tolerate or ignore incidents of violence or disruption.

5. Be real. Use real incidents, particularly within your district, to illustrate your issues. People relate to life as it is, not to some antiseptic representation of it.

6. Finally, call for action and expect results. It's not good enough to sit around and wring your hands over these issues. Get together with your allies in the community, draw up an action plan and bring it to those school officials who can enact new policies to deal with your issues.

The News Media

Your community news media can and should play a major role in organizing your community around the issues of safe and secure schools. But it doesn't just happen. You have to cause it to happen. You must build an ongoing, trust relationship between your association and your local news media.

Just how is such a relationship built?

1. Get to know key reporters, editors, new directors and assignment editors and make sure they know you. Begin with a media list (*see page 14*) and keep it updated.

2. Become a reliable and important source of school-related news. Long before any crisis starts make yourself known to the media and let them know they can rely on you to give straight, accurate and candid information.

3. Know what is newsworthy. It's not always what we think is important. If it is new, if it is unusual, if it is sensational and if it has a perceived impact on the community, it might be newsworthy. Issues and incidents related to school violence are very newsworthy.

4. Do not try to hide legitimate news. Too often school administrators try to cover up or downplay incidents in their schools. This is wrong for two reasons. First, getting the truth to the community is the first step in getting a resolution. Second, hiding the story only creates an adversarial relationship between the schools and the media. Then in the eyes of the media, those covering up these stories become a part of the problem. Determine as an association that you will make every effort to work constructively and cooperatively with the media on these stories.

5. Understand that the media can be your chief means of communicating with your community on issues of school violence. The media is also one important means for positioning your association on school violence issues.

6. Learn to be succinct in answering reporters' questions. A clearly focused answer is more understandable than long-winded explanations. Keep it simple. Then reporters know where you stand and what you're saying. Complex answers do not communicate well.

7. Learn how to get a story in the news. That means knowing who to call at a newspaper, radio or TV station; how to write and distribute a news release; and how and when to call a news conference. If you and other local association and council leaders are interested in comprehensive training in news media relations, contact the WEA Communications Division.

MEDIA LIST

MEDIA	NEWS CONTACT	ADDRESS	PHONE	FAX

Television:

Radio:

Newspaper:

Wire Services:

Washington Education Association
Federal Way, WA 98003-6397

33434 Eighth Avenue South
Fax 206-946-4735

206-941-6700 or 800-622-3393

(Sample News Release)

Upriver Education Association • 123 Main Street • Upriver, WA 98000

News Release
For immediate release
March 1, 1994

For further information, call:
Lisa Smith, president
Telephone: (206) 123-4567

Teachers, PTA call for strict ban of weapons at schools

In the wake of Thursday's near-fatal shooting at Upriver High School, Upriver Education Association President Lisa Smith and PTA Council President Dave Roberts today called upon the school board to adopt stronger policies to ensure weapon-free schools.

"We must assure parents that their children and their children's teachers can be free from the threat of violence in Upriver's schools," said their joint statement.

Specifically, the groups are demanding:

1. A strict policy banning all weapons on school premises except those carried by authorized law enforcement personnel.
2. Measures such as security guards and/or metal detectors to screen out weapons.
3. The immediate suspension of any student caught bringing to school a gun, knife or other object which could cause bodily harm.

"We need a zero-tolerance policy on any weapons in our schools," said Smith and Roberts. According to the spokespersons, when one student brings a weapon to school, others in turn feel compelled to do the same.

"The problem of weapons in our schools poses an immediate threat to the safety and welfare of students and teachers. We need measures now which bring an immediate halt to any weapons in our schools".

The UEA represents 455 teachers and other certificated personnel and the PTA has a local membership of over 4,100 parents and teachers.

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(Sample Announcement of a News Conference)

Upriver Education Association • 123 Main Street • Upriver, WA 98000

News Media Advisory
March 1, 1994

For further information, call:
Lisa Smith, president
Telephone (206) 123-4567

Upriver Education Association (UEA) President Lisa Smith and Upriver PTA Council President Dave Roberts will hold a joint news conference on March 3 at 10 a.m. in the Yakima Room of the Upriver Inn and Conference Center. Smith and Roberts will respond to Thursday's near fatal shooting at Upriver High School and will call upon the school district to adopt a plan of action to prevent further such violence in Upriver schools.

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NOTE: The above announcement also can be telephoned or faxed to local news media.

Administration and School Board

You have a real advantage in organizing your community to fight school violence if your administration and school board are willing to cooperate. It is the administration and board, after all, who must be willing to enact effective measures and spend the funds to make their schools safe.

In some instances, however, school management is less than cooperative. They may fear the publicity if the community gets very involved. Some fear that if incidents of violence become widely known, parents may want to remove their children from the school where it occurred.

Some school boards and administrations object to bargaining specific protections for school staff because they see it both as an expense and a loss of control. Others fear offending certain groups in the community if they enact some school safety measures.

Where the school board and administration are reluctant partners in taking measures necessary to make schools safe, your association's goal may be to demonstrate that, in fact, there is strong and vocal support from the community. Most school boards, if pushed by the community, will respond.

Building Your Community Action Program

Put the right person in charge! Select your best organizer — someone who is familiar with your issues. Make sure he/she is good at meeting and talking to people in your community. As association president you will have to work closely with your community organizer and, in fact, be the out-front person in many contacts with other community group leaders. Give your organizer:

- A budget;
- A clear set of issues;
- A timeline;
- Direction; and, most of all,
- Support.

Set Your Communications Strategy

No organizing drive can even get off the ground without effective communications.

The system of communications you set up is dependent to a large extent upon the nature of your community. Is it large or small? Is there news media available? What are the types and geographic spread of the community groups you are attempting to bring together?

Think of communications as a two-way street. It isn't enough to send out a newsletter to all interested parties. You have to have a link which comes from the various parties to the coalition leadership. In other words, you need both a communications **sharing system** and a communications **sensing system**.

What communications tools are available to you?

Newsletter — Traditional, but still an effective means to share information, issues and progress toward reaching your goal. Make sure it identifies the various groups involved. Also, make it a two-way medium by including surveys and tear-off mailers back to the leadership.

Face-to-face meetings — There are times when group leaders need to meet to decide upon strategy and tactics, and times for all people in your community to come together to show strength and unity behind the cause of safe schools.

Fax — It has grown so common that many groups and news media have them available with which to share and receive information.

Telephone tree — All groups and their leaders need to communicate quickly from time to time. Keep messages short and have someone at the end assigned to call back the originator to report how well the message was communicated.

News media — Newspapers, radio and television can and should be utilized to communicate to both the public at large and to strengthen those in your coalition. The news media can give your cause the widespread attention it may need.

The point is to design a communications strategy that will include some mix of the above means of communications. The strategy should be deliberate, not something done on the spur of the moment.

One last thought: Have a good spokesperson or spokespersons who have good communication skills and who are credible in your community.

Building Alliances

Select carefully the groups within your community you want to build into a coalition around school violence issues. These groups can be put into three categories defined by their values and interests:

Group One is those with **identical** values and interests. They would be the first to approach.

Group Two is those with **overlapping** values and interests. Examine the degree of overlap and bring in those whose interests and values embrace your goals and issues.

Group Three is those whose values and interests are in **opposition** to yours. Do not try to organize them or win them over. It will be time and money wasted and may stir them up to oppose you.

Getting Results

It is one thing for groups of people to sit around and talk about problems in our schools and quite another to get solid results. Those who want solid results will have to make sure several things are done. They include:

1. Having well defined issues;
2. Setting clear goals or desired outcomes;
3. Identifying people in authority who can make changes;
4. Having an organizer who can delegate tasks, motivate people and design tactics; and
5. Knowing who in your coalition has connections with various people in the community power structure, be they school board members, law enforcement, legislators or others.

The tactics you select should be ones with which your community coalition is comfortable. For instance, they may be very comfortable with circulating a petition in their neighborhoods but would balk at marching in front of the district administration center with picket signs.

Design tactics to bring pressure on those officials you seek to influence, but also make sure those who are active have some fun and satisfaction in participating. Finally, be sure those who do the work get recognized for their efforts. Don't be afraid to celebrate small victories.

Section 4: The Right to Discipline Students

General Rules Regarding Disciplining Students

Laws and regulations concerning student discipline must be obeyed by school employees. A new statute forbids corporal punishment in Washington common schools and requires the Superintendent of Public Instruction to develop and adopt a policy prohibiting use of corporal punishment no later than February 1, 1994, to take effect in all school districts September 1, 1994 (RCW 28A.150). The regulation provides that corporal punishment does not include the use of reasonable force by a school employee as necessary to maintain order or prevent harm to students, school staff or property. Use of physical restraint or aversion therapy as part of an IEP is permitted.

Generally, school employees are required to act reasonably under all the facts of the situation. State law defines the following acts as unreasonable:

1. Throwing, kicking, burning or cutting a child;
2. Striking a child with a consoled fist;
3. Shaking a child under age three;
4. Interfering with a child's breathing;
5. Threatening a child with a deadly weapon; and
6. Doing any other act that is likely to cause and which does cause bodily harm greater than transient pain or minor temporary marks.

Discipline may be imposed on any student for violation of the rules of the school district. Of course, this means that a school district must adopt and publish to students a code of conduct, identifying types of misconduct for which discipline, suspension and expulsion may be imposed (RCW 28A.600.010; WAC 180-40-225). If the school administration refuses to adopt or enforce a code of student conduct, the local association must become active in organizing its members to resolve this problem.

In order to effectively change the culture of violence, **all** school community stakeholders need to participate in defining prohibited behaviors and the consequences of engaging in prohibited behaviors. The code of conduct must then be taught and consistently enforced throughout the school life of the student. A model code of conduct may be obtained from your local UniServ office.

Disciplining Special Education Students

All students with disabilities are protected by Section 504 of the Rehabilitation Act. Some Section 504 students also qualify for special education under the Individuals with Disabilities Education Act. The following disciplinary suggestions apply to all Section 504 students including those receiving special education:

Disciplinary Options for Violations of School Rules/Disruptive Behavior

In-school procedures

School employees may apply the same in-school disciplinary procedures to students with disabilities as they would to any other student. Those disciplinary procedures may include but not be limited to time-out, detention, use of study carrels or restriction of privileges.

For students with disabilities, behavior goals and disciplinary actions should be incorporated in the Section 504 accommodation plan or the IEP (if the student also qualifies for special education). If the student who has behavioral goals is not making progress on those behavioral goals, then the teacher has the right to ask for a review of the student's program and/or placement.

Change of program/placement

If the student is not making progress on his/her behavioral goals after a reasonable time, the teacher has the right to recall the Multi-Disciplinary Team (MDT) to reconsider the student's placement and/or program.

When there is a lack of progress toward the IEP or Section 504 accommodation plan goals, there is an obligation on the part of the district to determine the casual factors that account for the lack of progress and make appropriate changes in the student's program, i.e., provide a more structured environment, additional aide time or a change of placement. When the MDT recommends a change of program, including location of services to be provided, then a new IEP or accommodation plan must be developed.

It should be stressed that where a disabled child is so disruptive in a regular classroom that the education of other students is significantly impaired, the needs of the disabled child cannot be met in that environment. Therefore, regular placement would not be appropriate to his/her needs and a change of placement should be considered.

Short-term suspension

A student with disabilities may be suspended for up to 10 school days cumulative during the school year without convening the IEP or accommodation plan committee to consider a change of program/placement. (If the committee changes the student's placement, then the 10 school day count starts again.)

The district is not required to convene the student's IEP or accommodation plan committee for each suspension, but when the suspensions collectively approximate 10 school days, the committee should meet to consider the need for change of program.

Long-term suspension/expulsion

A long-term suspension or expulsion of more than 10 school days, consecutive or cumulative throughout the school year, is considered a change of placement. There are instances when more than 10 school days may accumulate and still not be considered a change of placement. If the student is excluded for diverse misbehaviors — such as smoking in October and fighting in January — and it exceeds 10 school days, you may not be in violation of the 10-day rule. The 10-day rule applies if you are excluding the student for a series of similar misbehaviors.

In the event that a student's misbehavior would lead to a long-term suspension or expulsion in excess of 10 school days, the IEP or accommodation plan committee must meet and determine if the misbehavior is related to the student's disability or to an inappropriate placement. If the answer to both of these questions is that the misbehavior is unrelated to the disability or placement of the student, then the district may proceed with the suspension or expulsion. If the answer to either question is yes, then the district must provide a change of placement or program rather than expel or suspend the student.

Within a given school year, the 10-day suspension "clock" begins again after a district significantly changes the education placement of a student with disabilities who has been suspended for misconduct.

Disciplinary Options for "Dangerous Students"

Long-term suspension/expulsion

Students who are a danger to themselves or others are subject to emergency expulsion under WAC 180-40-295. While students with disabilities are subject to emergency expulsion, there is a need to apply the 10-school day maximum rule. Prior to exceeding the 10-school day maximum, the district must pursue a change of placement through the IEP or accommodation plan committee as discussed above. The district may obtain a court order (a temporary restraining order) to remove from school a dangerous student whose parents have requested a due process hearing and objected to any interim placement. **To obtain a court order, a school district must demonstrate that maintaining the student's current educational placement is substantially likely to result in injury to the student or others.**

Application of the new "gun-toting" expulsion statute for students with disabilities requires the application of the procedures listed above.

Students who receive special education programs must continue to receive their special education program while they are expelled. There is no similar requirement for students qualified under Section 504 but not special education.

For a list of articles on disciplining special education students and litigation, contact WEA Research Division.

Expulsion and Suspension

Students may be expelled or suspended for violation of school district rules, but no student may be expelled or suspended unless other forms of corrective action reasonably calculated to modify her/his conduct have failed, or unless there is good reason to believe that other forms of corrective action would fail if employed. A student may be expelled on an emergency basis if the superintendent believes the student poses an immediate and continuing danger. State law requires expulsion of students carrying dangerous weapons on school grounds or school transportation. The student and parents must be given notice of an opportunity for a hearing prior to expulsion or long-term suspension. If an emergency expulsion occurs, the student and parents must receive written notice within 24 hours of their right to a hearing.

However, a certified employee may remove a student immediately from any class, subject or activity if the employee has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption of the class, subject, activity or education process. This emergency removal shall continue only until the danger ceases or until the student is disciplined by administration (including immediate emergency expulsion). In no event, without the consent of the teacher, shall an excluded student be returned during the balance of that class or activity (28A.600.020).

Expelled students may apply for re-admission at any time.

Self-Defense and the Defense of Others

A school employee accused of improper physical touching of a student or parent may claim self-defense, to prevent injury to his/her person, or another person, or real or personal property. However, the force used in self-defense may not be more than necessary, meaning that no reasonably effective alternative to the use of force appeared to exist, and the amount of force was reasonable.

Searching Students and Lockers

Although under certain circumstances school officials may search a student and/or a student's property, to avoid being sued it is advisable that WEA members not search students but allow administrators to conduct the search. Warrantless searches by school authorities will be upheld provided that they are supported by a reasonable suspicion that the search will uncover evidence of an infraction of school disciplinary rules or a violation of the law [New Jersey v. T.L.O., 105 S.Ct. 733, 53 U.S.L.W. 4122 (1985); Bilbrey v. Brown, 738 F.2d 1462, (9th Cir. 1984)]. Thus, a warrantless search of a student's property by a school official is permissible if it is justified at its inception and the scope of the search is reasonably related to the purpose of the search [T.L.O., 105 S.Ct. 733; State v. Slattery, 56 Wn. App. 820, 826 787 P.2d 932 (1990)].

Truancy

All parents "shall cause" children 8 to 18 years of age to attend school. All teachers must report all cases of truancy in their school to the principal of that school. The principal would then report the truancy to the superintendent who in turn reports it to the proper attendance officer in his or her district (RCW 28A.225.040).

After one unexcused absence within any month during the school year, the school must inform the student's parent or guardian in writing or by telephone. After two unexcused absences within any one month during the year, the school must schedule a conference with the parent or guardian to "analyze the causes" of the student's absences (RCW 29A.225.020).

The school must take steps to eliminate or reduce the student's absences such as individualized study, work experience or assisting the parents to obtain supplementary services to help eliminate the cause of the absences (RCW 28A.225.020). It is this part of existing legislation that offers the most hope in reducing truancy. Local associations should insist that the school district prepare realistic individual plans to help each truant student.

While the law spells out penalties for truancy, such penalties are not effective in causing a student to actually attend school. The penalties deal with symptoms rather than dealing with the problem. If a parent fails to cause a child to attend school, a court may fine the parents $25 for each day of unexcused absence. However, parents cannot be fined if they exercised "reasonable diligence" in attempting to cause their child to attend school, or if the school district did not perform its duties to reduce the child's absence.

If a school district superintendent, teacher or attendance officer fails or refuses to perform duties described above, that individual may be found guilty of a misdemeanor and fined between $20 and $100 (RCW 28A.225.10). This statute may be a useful threat for a local association seeking to get a school district to work actively to reduce truancy and its causes.

Section 5: Using the Law to Oppose School Violence

Whether to use any of the following options is a very personal choice. Using these options requires a commitment of time and energy. Also, the local association needs to consider whether it wants to urge members to routinely exercise these options.

Filing Criminal Charges Against Violent Students or Parents

One option for dealing with violent students is to file criminal charges against them. A school district may not forbid an employee to file criminal charges. The use of, or threat of, force or violence against a school employee or student is a gross misdemeanor with a maximum penalty of $500, six months incarceration, or both (RCW 28A.635.090-110). Additionally, it is unlawful for any person to knowingly carry onto any public school premises, school-provided transportation, or facilities being used by schools, any firearm or other dangerous weapon [RCW 9.41.280(1)]. Violation of this statute is also a gross misdemeanor and requires expulsion [RCW 9.41.280(2)]. Proving criminal harassment requires that the student has threatened the educational employee with bodily injury, injury to property, or injury to a family member (RCW 9A.46.020).

School officials are required to notify law enforcement and the student's parent(s) regarding any allegation of a violation of this statute. There are many exceptions to this statute, allowing various people to legitimately carry weapons on school premises, such as school security and law enforcement personnel, school authorized persons demonstrating firearm safety, persons legally in possession of firearms on legitimate business at the school where the firearm is left in a vehicle.

Filing criminal charges is done by calling the police or going to a police station and asking to sign a complaint. The police or prosecutor will decide whether the charges will actually be filed. If the police/prosecutor are unwilling to file charges, any citizen may file criminal charges directly in district court. The citizen must obtain a citizen's complaint, called an "affidavit of complaining witness," usually from the district court or the prosecutor's office. After the complaint is filed, the district judge issues an arrest warrant or summons if he/she finds that the complaint states reasonable cause to believe the accused has committed an offense. Before issuing the warrant, the judge may require the complainant to appear personally to answer questions, along with any witnesses.

Complaints alleging the commission of an offense involving a juvenile (persons under 18 years of age) are referred directly to the prosecutor. The prosecutor may request that the court transfer the juvenile for adult criminal prosecution (RCW 13.40.110). However, the prosecuting attorney cannot prosecute a juvenile for mere misdemeanors or gross misdemeanors except in special circumstances. Instead, the prosecutor must funnel these cases to the local

diversion unit (usually a juvenile probation officer) (RCW 13.40.070). The diversion unit then enters into a contract with the juvenile which varies with the nature of the offense. Thus, the crimes specified in the common school provisions normally will not result in a juvenile court hearing, but will rather be diverted.

In sum, an assaulted school employee may seek a criminal penalty by filing a complaint with police, prosecutor or district court judge.

Seeking an Anti-Harassment Injunction

Another option to counteract student violence against school employees is to file for an anti-harassment injunction keeping the student (or a parent who is harassing an employee) from any contact with the employee. An injunction can be accomplished by filing a form similar to a domestic violence restraining order in district court. However, obtaining an injunction requires proof of harassment.

The civil harassment statute, RCW 10.14, defines "unlawful harassment" as a knowing and willful course of conduct directed at a specific person which seriously alarms, annoys or harasses such person and which serves no legitimate or lawful purpose (RCW 10.14.020). A willful course of conduct is defined as a pattern of conduct composed of a series of acts over a period of time, however short, evidencing continuity of purpose (RCW 10.14.020). A civil anti-harassment order may be sought in either district or superior court [McIntosh v. Nafziger, 69 Wn. App. 906 (1993)]. The order may be issued *ex parte* (meaning without the attendance of alleged harasser). The court in granting the injunction may order the harasser to stop making any attempts to contact the victim and to keep a stated distance from the victim's residence and workplace.

Suing Students or Parents

An assaulted teacher may file a civil lawsuit against the student or parents in district court or superior court. The small claims division of the district court has authorization over cases seeing money damages only if the amount claimed is less than $2,500 (RCW 12.40.010). One need not be represented by an attorney to sue in small claims court.

Students may be sued civilly in the same manner as an adult, and as long as they were able to understand the consequences of their action, may be found liable for money damages. A civil suit may be filed in either district court or superior court. The filing fee for district court is $31 and the filing fee for a civil suit in superior court is $110 [RCW 3.62.060(1)]. WEA does not fund nor provide attorneys for such lawsuits. However, funding may be provided via a contingency fee agreement with an attorney willing to take the case, although fees vary with the attorney and the case. Also, your local association may choose, as a matter of policy, to pay the filing fee or attorneys' fees of members who have been injured by a student.

Parents are liable for a child's willful destruction of property or willful infliction of personal injury for up to $5,000 (RCW 4.24.190). Parents may be liable beyond the $5,000 amount for an intentional tort of their minor child if: (1) the child has a dangerous proclivity; (2) the parents know of that dangerous proclivity; and (3) the parents fail to exercise reasonable care

in controlling that dangerous proclivity [Barrett v. Pacheco, 62 Wn. App. 717, 722, 815 P.2d 834 (1991)].

Obtaining Workers' Compensation Benefits

Workers' compensation will pay for medical expenses resulting from injuries incurred in the course of employment and for lost wages under some circumstances. An employee is entitled to workers' compensation benefits if he/she has been partially, temporarily or permanently disabled from a work-related injury. An employee may not sue the employer for an injury covered by workers' compensation.

If an employer objects, an employee cannot collect both sick leave and workers' compensation wage loss payments simultaneously if the amount received from both sources would exceed the usual wage. Thus, it is important to have a provision in the collective bargaining agreement to cover this issue.

Requiring the District to Provide a Safe Working Environment

Student assaults or gang violence may create an unsafe work environment. Under the Washington Industrial Safety and Health Act (WISHA), an employer must furnish employees with a place of employment free from recognized hazards that are likely to cause serious injury or death (RCW 49.17.060). An employee or a labor organization believing that an imminent danger to employees exists may request an inspection of the workplace by giving notice to the director of the Department of Labor and Industries (RCW 49.17.110). Where an employer is found to have violated the general safety standard of the act, the Department of Labor and Industries may issue an order immediately restraining the employer and requiring corrective action [RCW 49.17.170(1)].

Finally, after the restraining power of Labor and Industries has been invoked, Washington courts are authorized to enjoin any workplace condition posing a substantial probability of serious physical harm to an employee. The courts may require any action necessary to avoid, correct or remove such danger from the work place [RCW 49.17.170(1)].

Section 6: Using Collective Bargaining and the Grievance Process

In some instances the remedies provided by law will be inadequate. The Collective Bargaining Agreement (CBA) is an excellent source of additional protection. The following is a list of useful contract concepts:

1. Zero/no tolerance policy for assault or any weapons or dangerous devices capable of producing bodily harm; this policy must be applied to **all** students.

2. Students who repeatedly engage in significant violations of the district's code of student conduct will be expelled from the district.

3. Cooperative problem solving to develop improved security procedures.

4. Require immediate expulsion for assault on an educator. If parents object to the expulsion of a special education student, require the district to seek an injunction to allow for continued expulsion until the student is appropriately placed.

5. After expulsion for violent behavior, students must successfully complete a behavior modification program before re-admittance.

6. Require the school district to reassign a student who has assaulted an education employee. The district will reassign re-admitted assaultive students to new schools and spread these assignments evenly across the district.

7. Receiving employees will be given all information available concerning assaultive students.

8. The principal will immediately investigate allegations of assault or weapons possession and take prompt and reasonable action to protect all parties.

9. The principal will report incidents of assault or weapons possession promptly to security.

10. Employees will not provide emergency treatment unless the area is safe and secure.

11. The school district will file criminal charges against students or patrons who are on school premises under the influence of drugs and/or alcohol. The school district will support any employee who chooses to file criminal or civil charges against any person who threatens, harasses or assaults the employee on school property, school transportation or while the employee is performing his or her duties.

12. Hearing officers for student due process hearings will be evaluated annually.

13. Require the school district to continue to pay the employee's salary without charging sick leave, if the employee is injured as a result of school violence.

14. Require the school district to provide leave with pay for one week for any educator assaulted by a student or patron, whether or not the employee has been injured.

15. Require the school district to pay any legal fees incurred in holding students and parents liable for damages.

16. Require the school district to provide and pay for psychological counseling for any employee assaulted by a student or patron.

17. Require the school district to train all employees to deal with threatening students in a non-confrontational manner (i.e., anger management program, conflict resolution, crisis intervention, legal rights of employees and students, de-escalation techniques, classroom management and discipline).

18. Authorize employees to use force to prevent injury to self or another, to prevent trespass.

If a violent or potentially violent situation occurs at school, review the collective bargaining contract to determine whether any grievances can or should be filed. Grievances can be filed under safe workplace provisions and student discipline provisions. If the contract has an anti-discrimination clause, perhaps it can be used to argue that the district is treating employees differently from students. A conformity-to-law clause can be used to argue the district is violating its statutory duty to provide a safe workplace.

Model contract language concerning school violence is available at your UniServ office.

Section 7: Interagency Cooperation

Violence is not a school problem — it is a community problem. To effectively reduce violence, we must organize **outside** the school community. The local association must develop an action plan for using the resources of other juvenile care agencies in the campaign against violence. A process for this is outlined in Section 3 of this manual, beginning on page 8.

Mapping the Juvenile Justice System and Members' Needs

The juvenile justice system may work differently in each county. Local associations and UniServ councils must map the system in the counties in which they are located. This means identifying who decides how juveniles will be treated if they are accused of a crime, diverted, adjudicated or assigned to or released from a juvenile detention facility.

Once the juvenile system is mapped, the association must communicate to the system's decision makers how the association and the juvenile authorities can work together to fight school violence. Obviously, to do so, the association must know what kinds of things the juvenile system can do which would be useful in a school context. Some ideas:

1. Diversion orders and release from detention orders could include behavior standards for the juvenile while he/she attends school. The orders should also include consequences in the juvenile justice system if the standards are not obeyed.

2. Educators may want to share educational and behavioral information regarding accused students with the juvenile authorities before the authorities make any decisions regarding diversion, adjudication or placement of the students.

3. Educators may want to obtain information about adjudicated and diverted juveniles from the juvenile justice system before the juvenile returns to the school environment.

Agency Cooperation

Much violent crime and inappropriate school behavior is committed by a relatively small number of young people. Prosecutors, law enforcement personnel, social services providers and educators must begin to communicate with each other, so that appropriate assistance/services/consequences can be developed for needy youths. Some ideas:

SAFE Policy: This is a program sponsored by several federal agencies, including the U.S. Department of Education's National Safety Center. It has been modified and implemented in Clallam County, a rural area on the Olympic peninsula. SAFE Policy concentrates on youths who identify themselves through their own behavior (arrests, juvenile "convictions," diver-

sion, school expulsion or suspension, etc.). Staff from participating agencies (prosecutors, educators, social services workers, law enforcement officers) meet monthly to discuss individual youths and determine the best system-wide response(s). The program in Clallam County has been in effect for three years; its evaluations state that a very significant percentage of youths exposed to the program have demonstrated fewer inappropriate or criminal behaviors. This success has allowed the agencies to broaden their focus to less serious offenders.

Access to records: Washington state law was recently amended to allow school districts access to records maintained by the juvenile justice system. Washington law also permits school districts to share information with other agencies working with students, to the extent permitted by the Family Educational Records Privacy Act (FERPA). Some consideration might be given to amending FERPA to make this process simpler.

Community Development

The Washington State Department of Community Development provides grants to local agencies supporting programs to decrease school violence. The Kennewick School District has received such a grant for use in its middle schools. Several innovative programs have been introduced into the middle schools:

- A mediation program run by students for students;
- Regular meetings of team teachers to identify and assist at-risk youth;
- A teacher mentor program;
- An alternative middle school; and
- A violence and gang curriculum for middle and at least one elementary school.

The local association should consider encouraging the school district to submit a grant proposal to the Department of Community Development.

Information Sharing

Research shows that the best predictor of violent behavior is previous violent behavior and that early predictors of violent behavior include difficulty gaining reading skills and extremely aggressive behavior as early as kindergarten. To identify and assist children showing characteristics shared by violent adolescents, it is important that schools and other juvenile care agencies be able to share information about children.

State law defines school districts as juvenile care agencies, along with police, diversion units, courts, prosecuting attorneys, defense attorneys, detention centers, attorneys general, the Department of Social and Health Services, and persons or agencies having children committed to their custody. Records retained or produced by any juvenile care agency may be released to other participants in the juvenile care system when an investigation or case is being pursued by the other participant or the other participant is assigned the responsibility for supervising the juvenile (RCW 13.50.050). This allows school districts access to the records of other juvenile care agencies.

Federal law, however, controls the ability of school districts to share information with other agencies. The Family Educational and Privacy Rights Act, (FERPA) 20 USC Section 1232, forbids release of educational records without written consent of a parent except to school officials whom the school district has determined to have legitimate educational interests. **This clearly allows school employees who are assigned instructional duties, including classified employees, to have access to educational records.** FERPA also permits disclosure to any school or school district in which the student seeks or intends to enroll.

FERPA allows disclosure of educational records outside the school system, without parental consent, under various circumstances. Several of these are useful in sharing educational records with other juvenile care agencies. Disclosure is permitted in an emergency to protect the health or safety of the student or other individuals. Thus, where a school district reasonably believes a student is exhibiting behavior that makes him dangerous to others, FERPA allows the school to share that information with "appropriate parties" such as other juvenile care agencies including police and child protective services.

Also, school districts, through their employees, have a duty to take reasonable precautions to protect anyone who might foreseeably be endangered by a student. The Washington Supreme Court held the state liable because a psychiatrist released a mental patient who abused drugs. The patient subsequently ran a red light while under the influence of drugs and injured the woman who sued the state. The Court ruled that the state had a duty to take reasonable precautions to protect against the dangerous propensity of patients in state mental hospitals. This case suggests that school district employees have a duty to warn individuals (and the parents of individuals) who have been threatened by students and perhaps a duty to warn the parents of a student who is threatening suicide. This duty to warn is most likely to be imposed where a student has a demonstrated propensity for violence or suicide, as in the case of a student who has previously attacked others or previously attempted self-injury.

All professional school employees have a duty to report suspected cases of child abuse to police or child protective services within 48 hours. This means school officials must report students who are abusing other children, as well as reporting adult abusers. FERPA permits such disclosure because it is required by a statute that predates FERPA.

FERPA limits disclosure of "educational records," but the term "educational records" does not include "directory information." FERPA allows the school district to define directory information by publishing a definition of what is and is not considered directory information (34 CFR 99.37). Directory information may include information which would not generally be considered harmful **or** an invasion of privacy if disclosed. Disclosure of conduct which occurred in public view is not an invasion of privacy. Accordingly, school districts may define records of disruptive conduct as directory information and disclose such records without parental consent.

Moreover, if a school official learns information by personal observation or through conversation, disclosure of such information is not forbidden by FERPA. One court held that disclosure of facts learned independently of educational records did not violate FERPA. "Therefore, consent is not required to pass along information that is learned from sources such as newspapers, court records, public records, conversation and personal contact." *The Need to*

Know: Juvenile Record Sharing, RAPP, Stephens and Clontz, National School Safety Center, 1989, Pepperdine University Press.

In addition to FERPA, school districts **may** be viewed as subject to a federal law controlling the confidentiality of records relating to diagnosis or treatment for alcohol or drug abuse. Thus, school employees who know that an individual has been diagnosed or treated for drug or alcohol abuse should not share such information. However, a school employee can share information he/she observed or was told about the behavior of the student. For example, a school employee could lawfully inform another agency that, "Teachers report that the student routinely comes to class visibly intoxicated," but should avoid stating, "That the student has been treated for alcohol abuse."

Several federal and state statutes forbid disclosure of information related to HIV, AIDS and other sexually-transmitted diseases. No one may disclose the identity of any person who has been investigated, considered for, or requested a test or treatment for a sexually-transmitted disease, including HIV. However, disclosure can be made to certain persons, including a state or local public health officer conducting an investigation and a DSHS worker and a child-placing agency employee.

A school psychologist may not disclose a student's confidential communications, although the psychologist must warn anyone who might be foreseeably endangered by a student and must report child abuse (RCW 18.83.110). There appear to be no statutes **requiring** school counselors or school social workers to avoid disclosure of student confidences. State law does not **require** certification of school counselors and school social workers, however, if counselors and social workers **choose** to be certified under state law, they may not disclose students' confidential communications unless necessary to warn someone who is endangered or to report child abuse (RCW 18.19.180). Furthermore, the psychologist/counselor/social worker may disclose information learned from some source other than or in addition to a confidential student communication. Because of the exceptions regarding child abuse reporting and danger to warn, most confidential communication regarding potential or past violent acts can be disclosed.

Overall, a great deal of information about student behavior may lawfully be shared with other juvenile care agencies. The confidentiality laws do not pose an insurmountable barrier in cooperating with other agencies to plan strategies for helping violent children.